

# Educational Leadership and Management

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# EDUCATIONAL LEADERSHIP AND MANAGEMENT

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# CHAPTER 2

## Islamic Behaviors among Muslim Teachers in the Public Primary Schools in the Southern Thailand

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### INTRODUCTION

Islamic teachers play an essential role in the school especially in inculcating Islamic values and knowledge in the students. For Quick (2004:58), the Islamic teacher is honored as “the living example of Islamic culture and the *murshid* (guide) to the thirsty young minds.” According to Chanika (2006), Islamic teachers have two roles: *mu'allim* and *murrabi*. To her, *mu'allim* is an instructor and trainer of the mind and a giver/transmitter of knowledge. *Murrabi*, she defined as a trainer of the souls and personalities, mentor, and/or role model. Additionally, Kazmi (1999:5) described a *murrabi* as “a person who combines a life of learning with a life of virtue, and hence a perfect and an ideal person to learn from.” According to him, the best model of a *murrabi* is the prophet Muhammad (s.a.w). An individual who holds him/herself personally responsible to mould characters in the lives of those he/she influence is a *murabbi*. Like *mu'allim*, there is also an understanding that *murabbi* are accountable to Allah for their actions and how they use the power to influence those in their care.

Table 1 below shows the qualities and duties of a teacher (Hashim, 1998) according to two well-known Muslim scholars, Al-Ghazali and Ibn Jama'ah.

Table 1  
A Summary of the Qualities and Duties of a Teacher according to Al-Ghazali and Ibn Jama'ah

Al-Ghazali	Ibn Jama'ah
1. Should be sympathetic to students and treat them as his own children.	1. Placing knowledge and instruction above selfish interest.
2. Follow the example of the Prophet: he should seek no remunerations for his services.	2. Conforming to the ethics and manners of teaching.
3. Should not withhold from the student any advice or allow him to attempt work unless he is qualified for it.	3. Mastering comprehension of the specialized subject area.
4. In dissuading his students from evil ways, he/she should do so by suggestion rather than openly and with sympathy rather than with odious upbraiding.	4. A minimum level of general education and acquaintance with other branches of knowledge.
5. Should not belittle or degrade the value of other sciences before his students.	5. Understanding his contemporary times and his social environment.
6. Should limit the student to his level of	6. Good understanding of the learners and their